

Volume 31 Number 4  
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Route to

*Birdy-dup*

# School Life



*The President Enjoys  
Gingercake at Girard*

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FEDERAL SECURITY AGENCY  
Office of Education



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Volume 31

Number 4

Cover photograph shows President Truman enjoying an afternoon gingercake snack with a group of the youngest pupils at Girard College, Philadelphia. The President was guest of the College upon its recent centennial anniversary. See article, "President Truman—On Education," pages 8 and 9.

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School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

## School Life Spotlight

"ALL teachers, regardless of grade taught or age taught, should be as familiar with the elementary principles of mental hygiene as they are with their subject matter." . . . . . p. 3

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"In a few States anyone who can get a license that can be used to transport a truckload of cattle can use the same license to transport a bus full of children." . . . p. 5

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"Several million children of school age are unable to attend school, largely because of lack of facilities or teachers." . . . . p. 8

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"Indeed, I would go so far as to say that this is the number one educational need of the present moment." . . . . . p. 12

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" . . . surely the schools of all nations should look for ways to develop attitudes of tolerance and thoughtful approaches to international understanding and fellowship." . . . . . p. 15

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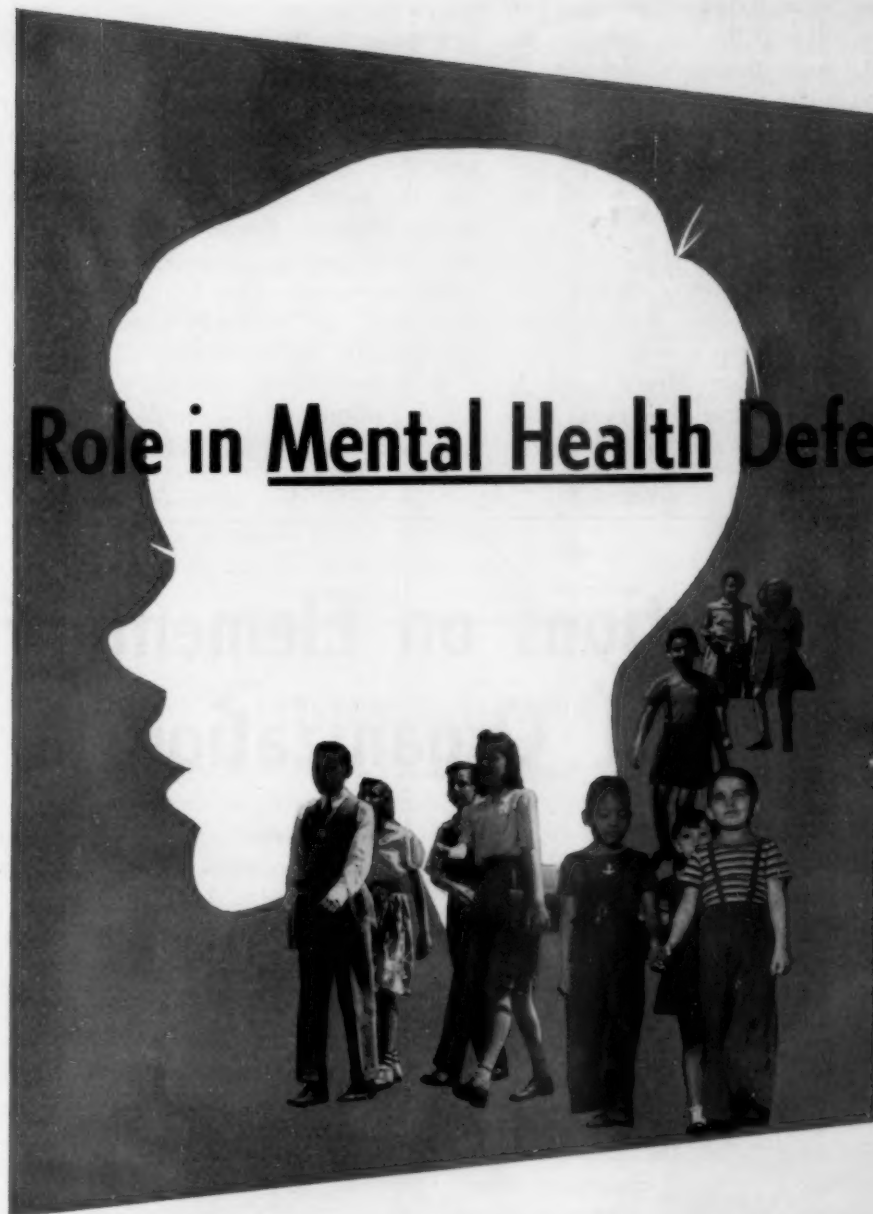
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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

# The Teacher's Role in Mental Health Defense

by Robert H. Felix, M. D.  
Chief, Mental Hygiene Division  
Public Health Service  
Federal Security Agency

*The Office of Education is pleased to join with the Public Health Service in presenting this information on mental health to the Nation's teachers and school administrators. Working together, education and medicine can do much in this vital field which touches millions of youth and adults each year.—Rall I. Grigsby, Acting Commissioner of Education.*



## ONE of every TWENTY children may be destined to spend time in a mental hospital

**M**ANY school administrators can well remember when epidemics of scarlet fever, measles, or whooping cough brought the community's physicians into the schools for mass preventive check-ups. There are no statistics to prove how much serious illness was avoided by these precautionary measures; the point is that American medicine and American education, in getting together, helped to achieve brilliant results in routing the old scourges of the communicable childhood diseases. Not even the newly developed vaccines, serums, and powerful drugs could have done this alone. Cooperation and education were both needed, and as science marched triumphantly forward our schools continued to give assistance—generally in two

significant ways: First of all, since teachers are housed with children relatively many hours of each day, they stand as the physician's first line of defense against disease. Second, teachers give children the precious all-important principles of staying healthy.

Today, thanks in no small part to the Nation's schools, American physicians can put more and more emphasis on preventive medicine.

Such attacks as the schools helped to make against the contagious diseases give us stout heart today in tackling what now amounts to America's number one health problem, the problem of mental health.

Mental health is fast becoming understood as a *positive* quality, which is all to the good. For too many years, of course,

we were considered to have sound mental health if we got through our youth without any outright delinquency and managed our adulthood without neighbor trouble, alcoholism, or divorce. Today, fortunately, we know that mental health can and should be as robust as physical health. Further, most of us know that the signs of questionable mental health are signs that literally flag our attention, sometimes over a period of years. If only we give them our attention!

### **Be Alert to Symptoms**

Here are such typical early symptoms in a group of average school children. Harry, age 14, looks as if he'll be a chronic liar all his life; he is also aggressive and



picks fights. Jane, 8, is overtimid and too quiet. She still wets the bed. Martha, 4, has violent temper tantrums. Johnny, 6, a war baby, is also a cry baby; he is over-dependent on his mother and deeply resents his father—a stranger who came and disrupted Johnny's secure claim to all his mother's time and affection.

Unhealthy, "abnormal," children? No, of course not. I deliberately selected children with problems rather than problem children for my examples in order to underscore this important fact: Mental health is today an everyday matter of everyday concern. Protecting it, recognizing the early

symptoms that may mean later trouble, must be a matter for the everyday understanding of the classroom teacher.

Since early diagnosis is of the utmost importance, the chief responsibility for the prevention of mental ill health actually rests with the public at large rather than with the psychiatrist. People such as teachers, the clergy, social workers, and public health personnel—who, by the nature of their work, are constantly presented with opportunities for recognizing and helping to some extent with emotional problems—are in a position to observe such problems long before the specialists or even the fam-

ily doctor see them.

It seems to me that of all these workers who are in wide contact with the public, however, teachers hold the key observation post. I say this for two reasons. First, they deal with children in their formative and impressionable years and they deal with them over a highly significant stretch of time, singly as well as in groups. Second, teachers have a golden opportunity to work together with parents and other teachers in learning about each new child, his past history, and his present personality.

Recognizing the unique role that the school situation plays in the emotional de-

## 14 Questions on Elementary School Organization

**W**ITH ELEMENTARY school enrollments at a record peak, and further increases predicted for years to come, today's school administrator views the organization of the elementary schools with serious concern. He has seen the elementary school increase in size and complexity over the years, and now faces new problems which must be solved as efficiently and expeditiously as possible.

In its effort to help the Nation's administrators and teachers of elementary education answer some of their most current and pressing questions today, the Office of Education detailed six members of its Elementary Education Division staff to work with a selected group of superintendents and other designated school officials during the past year. Superintendents or their representatives in 52 cities of varying population sizes were interviewed by the Office specialists—Effie G. Bathurst, Mary Dabney Davis, Jane Franseth, Hazel Gabbard, Helen K. Mackintosh, and Don S. Patterson.

Facts were gathered by these Office of Education specialists to help answer the questions most frequently asked by people in the field about elementary school organization. Findings of their study are reported in an Office of Education pamphlet titled "14 Questions on Elementary School Organization."

■ For SCHOOL LIFE readers there are listed 14 questions which are asked frequently in the field about elementary school organization. Pamphlet No. 105 helps answer these questions, presenting information gathered by Office of Education specialists from educators in many communities. You may wish to ask the same questions regarding the organization of elementary schools in your community. Order copies of Pamphlet No. 105, price



10 cents each, from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

### 14 Questions on Elementary School Organization

1. Is there a separate division of elementary education?
2. What are the existing types of elementary school organization?
3. Who is responsible for general supervision of elementary education?
4. What schedules or other arrangements are made to facilitate children's use of school time?
5. What is the length of the school day?
6. What is the size of classes?
7. What is the percentage of nonpromotion?
8. What is the unit of class organization?
9. What pupil records are used?
10. What types of progress reports are used in elementary schools?
11. Are there central office policies about progress reports?
12. What coordinating committees or councils are sponsored by the schools?
13. In what way do parents participate in the school program?
14. Is there a bureau of instructional materials or bureau of visual aids?



velopment of each child, the Office of Education and the Mental Hygiene Division of the Public Health Service are joining forces to help make that role wholly constructive. Specifically, they hope to determine what can be done to help school administrators and teachers develop and teach the elementary principles of mental hygiene with the same high confidence and effectiveness with which they developed and began to teach the elementary principles of physical hygiene.

This is a vast challenge, in part because the need is so urgently upon us, in part because of the crowded conditions of our classrooms and our teachers' schedules. And, of course, the millions of war babies, already starting to school, will crowd our schools even more unmercifully. But the very scarcities of elbow room and of individual attention for our children—greatly aggravating the already serious question of their emotional well-being in school—can only add strength to our resolve. Certainly, with 1 out of every 20 of our present generation of school children destined to spend time in a mental hospital, unless present rates of mental illness are curbed, the schools cannot wait for some dimly seen "ideal" future time before they launch a large-scale offensive against the greatest disabler of all diseases: mental illness.

### Points of Emphasis

In drawing up the joint plans with which we hope eventually to assist all the Nation's schools, we have several encouraging points of emphasis upon which educators and psychiatrists are in complete agreement. First, we feel unanimity about this first goal: It is, very simply, to keep well children well. In other words, preventive psychiatry, or mental hygiene, is, like preventive medicine, the ultimate goal. Next, we are in unanimous agreement upon this second goal: All teachers, regardless of grade taught or age taught, should be as familiar with the elementary principles of mental hygiene as they are with their subject matter. Let me expand this second point.

In some quarters there is a tendency to believe that nothing can be done about mental health without the services of such highly specialized personnel as psychiatrists and psychologists. While the ultimate objective of the mental health program is to make such personnel available wherever needed, members of the teaching and other professions can do much to protect mental health if they are well informed

about the problem. Furthermore, I would like to emphasize that the average child, with his average cargo of emotional problems, has no need of specialization; rather, it is far better for him that he be understood and helped in as normal a situation as possible.

### Questions To Be Answered

With long-range planning, we are confident that every teacher in the land can eventually obtain a thorough understanding of the elementary principles of mental hygiene. Indeed I have met numbers of teachers who are already highly sensitive to its fundamentals, and, in my opinion, they are doing a superb job of teaching their children the art of human relations.

In helping the child make healthy and comfortable adjustments to his school experiences, and to his classmates, they are helping him lay foundations firm enough to withstand the mental, emotional, and social strains of his adult life.

With this brief introduction of our larger goals, let me now indicate a few of the preliminary questions we are examining with a view to cooperative effort between the Office of Education and the Public Health Service. Some of the projects that have been proposed for study include:

1. What is a good method of handling emotional problems of teachers? What information and techniques should be given to supervisory groups to enable

(Continued on page 14)

## Classroom Growth Record

Just off the press is a new *Classroom Growth Record* developed by the Office of Education, Federal Security Agency. The chart, in color and with photographic illustration, is a revision of the *Classroom Growth Record* printed in 1945. Space on the chart is provided for names of 50 pupils. Gains in height and weight may be easily recorded by the teacher or pupil. Full instructions for use of this chart and the individual *Record of Growth*, also prepared by the Office of Education, appear on the lower part of the *Record*. The photograph shows pupils and teacher at the Georgetown Day School, Washington, D. C., using one of the new *Classroom Growth Records*.

Order the *Classroom Growth Record* and the individual *Record of Growth*, each 5 cents, from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.



ESTIMATES for 1947-48 show approximately 5,000,000 children are transported to school each day in 90,000 busses which travel 3,000,000 miles. The annual cost is nearly \$140,000,000.

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**OUTGROWTH** of the recently-held National Conference on School Transportation, sponsored by the NEA Department of Rural Education, American Association of School Administrators, NEA Commission on Safety Education, National Council of Chief State School Officers, and the Office of Education, will be new national standards for school bus construction and school bus driver training programs.



# Transportation of Pupils —a Growing Problem

**Dr. E. Glenn Featherston, Office of Education Specialist in Pupil Transportation, Division of School Administration, discusses factors in public transportation which are of major concern to school administrators, teachers, and parents.**

**T**HE IMPORTANT problem in pupil transportation is what can be done to increase efficiency and economy in providing this service in order to hold to a minimum the part of the school dollar which must be devoted to it.

One fundamental change which must take place in many cases is a change in the attitude and in the training of the local school administrator. There must be a recognition on the part of many school administrators of the fact that pupil transportation has become one of the important parts of the school program before they can contribute much to the planning of this service.

School authorities must come to think of pupil transportation as an integral part of the school program. When a school administrator has accepted this point of view he will make more effort to acquire training which will aid him in efficiently administering a program of pupil transportation.

I do not know of a single course at the present time which deals solely with the problems in this field. Most graduate schools in education do have some course in school administration in which 2 to 8 clock

hours are devoted to such problems. This is merely scratching the surface. There is urgent need for more training for school administrators at the graduate level on methods and procedures in operating transportation programs.

A second vital need in many States is to work out a sound scheme for financing and administering the transportation program. The need for transportation has little relation to the wealth of a school unit and the relation that does exist is usually an inverse one because the units with large programs of transportation are not as a rule as wealthy as some with smaller programs. When a local unit has to use a large percent of its income for transportation, it is handicapped in offering an education program. Therefore, transportation needs should be considered in any State plan for financing the education program. At the present time over three-fourths of the States are making available some State funds which are specifically for or may be used for pupil transportation. In at least three States a minimum program of pupil transportation is financed in full by the State.

In several others the amount provided by the State is insufficient to be a determining factor in deciding whether the service is to be furnished. Some of these States furnish aid only for transportation of elementary pupils or for high-school pupils but not for both. The pattern more frequently used today than any other is to make the transportation service a part of the minimum program which is guaranteed to the local unit in determining equalization aid.

## Administration Extremes

Related to the financing of the program is its administration. There are now two extremes in practice. Several States accept absolutely no responsibility for this service and, unless the local unit sees fit to provide it, the child who should be transported gets to school any way he can. At the other extreme there is one State which accepts the entire responsibility. It buys the busses, allocates funds for the salaries of the drivers, approves the bus routes, and, in a sense, operates the entire program. It does delegate certain responsibilities to county superintendents but theoretically it discharges the entire responsibility for a minimum program. To most school administrators a happy medium probably would be a desirable approach to this problem. The operation of the transportation program by



the local unit within a framework set up by the State would constitute such a medium. This framework would consist of certain standards and regulations designed to promote safety, efficiency, and economy. Many States have established some of these standards and regulations but many others have not. In a few States anyone who can get a license that can be used to transport a truckload of cattle can use the same license to transport a bus full of children. In some of these few States the driver may even use the same vehicle to transport children he used in transporting the cattle. All would agree that such things as this should not be permitted. Not until a sound basic plan for financing and administering pupil transportation has been developed can there be maximum progress toward economical and efficient transportation.

### Efficiency and Economy

A third fundamental need in many States is for a local unit which will operate a large enough program of pupil transportation to make at least reasonable efficiency and economy attainable. The local school unit in the typical State is the school district which, in many States, will contain 9 to 15 square miles. Obviously, such a unit could not develop a transportation program, even when needed, which would be the most economical possible, nor could a cooperative program involving several of these units be the most economical possible. As a general rule, it is in States with such small administrative units that one will find the highest costs of pupil transportation. This is understandable because such units will normally operate only 2 to 5 busses. On the other hand lowest costs are usually in those States in which the typical local administrative unit is comparatively large. In those States the local unit is one large enough to own 40 to 50 busses and many of these units operate their own repair shops. The routing is such that there is a minimum waste of mileage. Whenever possible, drivers are employed for full-time work which permits the use of the services of some of them in a well-organized maintenance program. An effective program of preventive maintenance is one of the keys to lower transportation costs. In general such a program has been effective where the transportation unit is large enough to operate its own garage. In most of the States the county or a similar large area would be a much better unit for the administration of a pupil transportation pro-

gram than the small school district unit.

These are basic changes which must be made to achieve maximum efficiency and economy in pupil transportation. However, there are many improvements which could be made within the present framework of organization and administration which would bring about greater economy in the local units in many States. Most of these improvements are concerned with business practices in the program.

### Eventual Change

One change which will eventually take place in practically all States is to move over to school ownership and operation of school busses. First, it must be said that school ownership is no cure-all for all of the problems involved in pupil transportation. In the first place, a poorly managed program under school ownership can be more expensive and more unsatisfactory in every respect than a well-managed program under the management of an efficient contractor. Second, school ownership places greater and more varied responsibilities on the school administrator. He must pur-

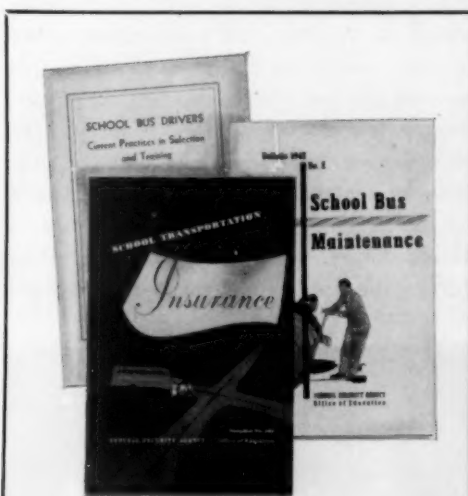
chase busses and supplies, employ and supervise drivers, and operate an efficient maintenance program.

On the other hand, if two programs under private and school ownership are given equally efficient management, there are certain advantages of school ownership over private ownership. One of these is that under school ownership school authorities will have much greater control of the program than is usually possible under the contract system. Routes can be changed without consulting contractors or adjusting contract prices, busses can be used in the instructional program as directed by the school authorities, drivers are employed and supervised by school authorities, and the whole program is directly controlled.

### Saves School Funds

A second big advantage is that school ownership makes possible the saving of some school funds. There are two reasons for such a saving. One is that there is no profit motive, no need to make interest on an investment. If a private contractor invests \$3,000 in a school bus he must have at least \$200 per year, excluding depreciation and maintenance, to make the investment a profitable one. He must also have something for management unless he is willing to undertake the enterprise simply to provide himself with a job. The second reason for the saving is that the private operator must pay certain taxes which the school is not required to pay. While this is not, in the long run, a saving to the taxpayer, it is a saving of school funds; and this is important where these funds are limited by some kind of a ceiling, as they are so frequently. These taxes include Federal and State gasoline taxes, Federal taxes on motor vehicles, and State license taxes, and frequently amount to as much as \$100 per bus per year. In a program of considerable size this could amount to several thousand dollars per year.

A third big advantage of school ownership is that it makes possible more efficient business procedures than is possible for the small operator. A contractor with a large fleet of school busses may be able to work out such procedures, but if he operates a program large enough to make such procedures possible, it is probable that few individuals in the community could bid on the contract, and thus the element of competition would be lost in awarding contracts. One advantage of public operation is in purchasing of busses, equipment, and supplies.



The type of content in each of these three publications may be gathered from their titles. "School Transportation Insurance," Pamphlet No. 101, price 15 cents, was prepared by the Research Division of the National Education Association. "School Bus Drivers," Pamphlet No. 100, price 10 cents, by E. Glenn Featherston, reports State requirements for school bus driver selection and training. Bulletin 1948 No. 2, "School Bus Maintenance," also by Dr. Featherston, price 15 cents, gives information on maintenance of the Nation's more than 90,000 school transportation vehicles which costs more than \$20,000,000 a year. Order the publications from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.



The procedure ordinarily followed by the small contractor is to purchase busses and supplies at ordinary retail prices. He may be able to get truckers' prices on gasoline and he may be able to get some slight discount on repair work, tires, and other supplies at a local garage. He is not likely to get much of a price concession in the purchase of a bus, particularly on the present market. If the contractor happens to operate a filling station or a garage he will be able to make some savings, but usually in such cases they will be added to his profit instead of being passed on to the school.

### North Carolina Program

In marked contrast is the procedure followed in some school operations. Probably the best example of good purchase procedures for the whole transportation program is to be found in the State of North Carolina. In the first place, the State Board of Education in North Carolina sets definite specifications for the busses to be purchased and the State Purchasing Commission sets up definite specifications for tires, batteries, and other supplies. The State Purchasing Commission actually purchases in one transaction all of the school busses to be used at any one time in all of the counties of the State. Bids are requested from the major distributors and the purchases made on the basis of these bids.

In the spring of 1948 North Carolina purchased 500 48-passenger all-steel busses on a medium chassis for approximately

\$2,650 each. At the same time similar quality busses were being sold to individual purchasers in other parts of the country for prices as high as \$3,500 to \$4,000. The State Purchasing Commission does not actually purchase the tires, batteries, and other supplies, but it does make a contract with distributors to supply these items at a given price. Each county makes its own purchases from the distributor awarded the contract for a given item and at the State price.

As a result of this procedure all counties in North Carolina were purchasing gasoline at about one-half regular retail price last year and they were purchasing other items needed in the operation and maintenance of school busses at discounts ranging from 25 to 45 percent. The purchase procedures in use in the State are one of the important factors in making the per pupil cost of transportation in North Carolina the lowest in the Nation.

Other States have followed the same procedures for parts of the program and counties in other States have used much the same approach for all of the program. The State of New York has established State prices on gasoline, oil, and certain other supplies purchased by school districts, but they do not use State machinery for purchasing school busses. The State of Mississippi uses State machinery for the purchase of school busses but does not use it for the purchase of supplies. Counties in Alabama are allowed to use the State Purchasing Agency and through it they get

prices on school busses comparable to those paid in North Carolina.

### Purchasing and Records

In addition to purchasing supplies to greater advantage under school ownership than under private, the school-owned program should have the benefit of a more effective maintenance program and at less cost. When a local unit operates as many as 15 busses, it can operate an excellent maintenance program in a school-operated garage. It is a common contention that contractors will take better care of their own property than anyone would of public property, but this has been disproved by several studies. All but about 2 of the counties in North Carolina operate their own garages and employ their own mechanics. Busses are inspected regularly and thoroughly. The mechanics are trained in the point of view that it is their primary job to prevent break-downs instead of fix them. They try to prevent any interruption in service and as a result the busses are usually in good condition.

One other thing that should be done in most States and most local units that would lead to greater efficiency in the operation of transportation programs is the keeping of more adequate records. At the present time the information that can be obtained on elements of cost is very sketchy. A few States have prescribed uniform record and report forms which give this information in considerable detail but the majority of others have not.

These are only a few of the problems in the field of transportation. Another pressing one is insurance, which involves the kind and extent of liability that should be assumed for transported pupils, the manner in which this liability may best be met, and the cost of discharging the obligation. This problem is one of major concern for school business officials. Another is the setting of proper standards for school bus drivers and developing training programs for them. The school-bus driver has more to do with the efficiency and safety of the transportation program than any other person and yet most States have done relatively little to see that the position is filled by the best person it is possible to get for it. However, it is impossible within the limits of this article to do more than outline some of the major problems that might be of greatest interest to school administrators. There is considerable food for study and planning in the few sketched.



Federal Security Administrator Oscar R. Ewing tours the "Folding Cot Hotel" in Kansas City during the recent Future Farmers of America Twentieth Anniversary Celebration Convention. The New York Future Farmers pictured with Mr. Ewing were a part of the 1,240 who slept on cots set up in the basement of the Municipal Auditorium. More than 6,500 FFA members, from 47 States, Hawaii, and Puerto Rico, attended the convention. Mr. Ewing, keynote speaker, called for a strong and healthy rural community.



# Fall 1948 Enrollment in Colleges and Universities

FOR the third successive year the Nation's college and university enrollments have climbed to a new peak, the Office of Education reported at a press conference in the Federal Security Agency recently.

The conference was called to release enrollment figures furnished by substantially all of the 1,800 institutions of higher education in the United States.

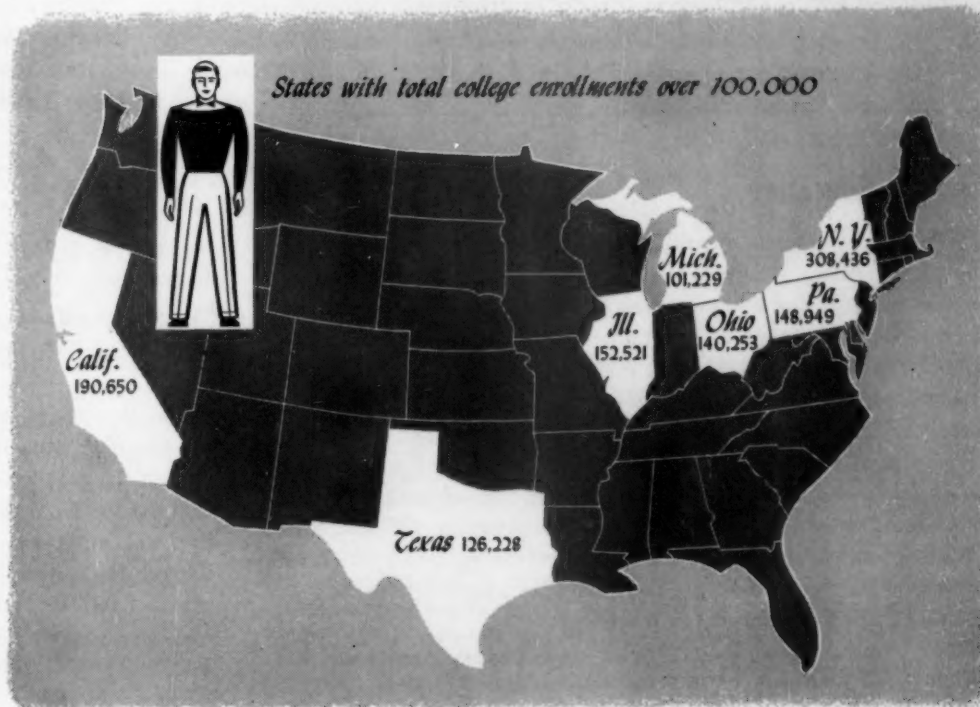
High lights of the college-university enrollment figures reported by Acting Commissioner of Education Rall I. Grigsby and John Dale Russell, Director, Division of Higher Education, Office of Education, are pictured graphically on this page.

Major trends: Number of freshmen last year—593,000; this year, 569,000. Veterans, who formed about half of the Nation's college student body in 1947, this year account for only 42 percent of the total enrollment. The greatest drop in veterans' enrollment came in the junior colleges, probably because the heaviest enrollments of veterans have moved into the upper college years.



## Twenty Largest Universities

Institution	Enrollment
New York University	47,647
University of California	43,469
City College of New York	28,567
Columbia University	28,000
University of Minnesota	27,243
University of Illinois	25,920
Ohio State University	23,929
Northwestern University	23,788
University of Indiana	23,131
University of Southern California	22,740
University of Wisconsin	22,353
University of Michigan	21,002
Syracuse University	19,698
University of Texas	19,676
University of Pittsburgh	19,526
University of Pennsylvania	18,644
Boston University	18,617
Wayne University	18,455
Temple University	17,212
University of Washington	16,650






Approximately 50 percent of the veterans in college this year are enrolled in 131 of the country's largest universities. And men still outnumber women almost 3 to 1, according to the Office of Education report.

Those interested should write for Office of Education press releases Nos. 456, 457,

and 458 for more detail on the press conference reports on this year's college-university enrollments. Now available also is Office of Education Circular No. 248, "Fall Enrollment in Higher Educational Institutions," by Robert C. Story, Educational Statistician, Office of Education.

## What the Fall Enrollment Figures Show

	Fall 1947	Fall 1948
 Total students	2,338,000	2,408,000
Men	1,659,000	1,712,000
Women	679,000	696,000
 First time in any college	593,000	569,000
Men	400,000	370,000
Women	193,000	199,000
 Veterans	1,122,000	1,021,000
Men	1,098,000	1,001,000
Women	24,000	20,000



Over the years the prosperity of America and its place in the world will depend on the health, the education, the ingenuity, and the integrity of its people and on their ability to work together and with other nations.

The most basic and at the same time the most difficult task of any country is the conservation and development of its human resources. Under our system of government this is a joint responsibility of the Federal, State, and local governments, but in it the Federal Government has a large and vital role to play. Through its research, advice, stimulation, and financial aid, it contributes greatly to progress. . . .

—Message transmitting Reorganization Plan No. 2 of 1946, May 16, 1946.

# President Truman

*I regard the proper education of our youth as a matter of paramount importance to the welfare and security of the United States. . . .*

## Crisis in Education

First, the Congress should provide Federal assistance to the States in meeting the present crisis in education. The children in our schools, and the men and women who teach there, have been made the victims of inflation. More children are entering school than ever before. But inflation has cut down the purchasing power of the money devoted to educational purposes. Teachers' salaries, for the most part, have lagged far behind increases in the cost of living. The overcrowding of our schools is seriously detrimental to the health and the education of our boys and girls. Every month that we delay in meeting this problem will cause damage that can never be repaired. Several million children of school age are unable to attend school, largely because of lack of facilities or teachers.

—Address before joint session of the Senate and the House of Representatives, July 27, 1948.

## Elementary and Secondary Education

For education, the first step, which should not be deferred, is to provide Federal aid for elementary and secondary education to help remedy the deplorable shortages and the maldistribution of school facilities and teachers. At present, our ten poorest States are spending about \$64 annually for each school child, while our ten wealthiest States are spending about \$177.

—Economic Report of the President, January 14, 1948.

Although the major responsibility for financing education rests with the States, some assistance has long been given by the Federal Government. Further assistance is desirable and essential. There are many areas and some whole States where good schools cannot be provided without imposing an undue local tax burden on the citizens. It is essential to provide adequate elementary and secondary schools everywhere and additional educational opportunities for large numbers of people beyond the secondary level. Accordingly, I repeat the proposal of last year's Budget Message (from President Roosevelt) that the Federal Government provide financial aid to assist the States in assuring more nearly equal opportunities for a good education. The proposed Federal grants for current educational expenditures should be made for the purpose of improving the educational system where improvement is most needed. They should

not be used to replace existing non-Federal expenditures, or even to restore merely the situation which existed before the war.

—Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.

The American people have long recognized that provision of an adequate education for everyone is essential in a democratic system of government. It has become evident in recent years that the financial resources of many States and their subdivisions are not sufficient to meet minimum educational standards. Therefore, I urge the Congress to take prompt action to provide grants from the Federal Government to the States for elementary and secondary education. The Budget estimates provide for beginning this program in the fiscal year 1949.

—Budget Message, 1949, January 6, 1948.

Our generous provision for education under the veterans' program should not obscure the fact that the Federal Government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the Federal Government will supplement the re-







# on Education

... we must make possible greater equality of opportunity to all our citizens for an education. Only by so doing can we insure that our citizens will be capable of understanding and sharing the responsibilities of democracy.

—State of the Union Message, January 7, 1948.

... it is necessary and proper that the Federal Government should furnish financial assistance which will make it possible for the States to provide educational facilities more nearly adequate to meet the pressing needs of our Nation.

—Communication to the Speaker of the House of Representatives, May 26, 1948.

sources of the States to assist them to equalize educational opportunities and achieve satisfactory educational standards.

—Budget Message, January 10, 1947.

I am ... convinced that the increases which have become necessary in other Federal expenditures present no valid reason for delaying Federal aid to education. On the contrary, I consider that such assistance will be a major contribution to the vitality of American democracy, which is the foundation of all our efforts toward peace and freedom.

—Communication to the Speaker of the House of Representatives, May 26, 1948.

## Higher Education

... The relationship of the Federal Government to higher education also demands serious consideration.

—Budget Message, January 10, 1947.

## Vocational Education

In August 1946, the Congress increased the authorization for vocational education by 15 million dollars. It is not possible at this time, however, for the State and local governments to make firm commitments on the availability of matching funds for the development of new programs of vocational education or the expansion of existing programs. Therefore, although the estimates of appropriations and expenditures for the fiscal year 1948 include an anticipated supplemental appropriation under this

authorization, it may be necessary to increase the amount on the basis of later information from State and local governments. Money for this purpose has been included in the reserve for contingencies.

—Budget Message, January 10, 1947.

## School Building Needs

As a part of our total public works program, consideration should be given to the need for providing adequate buildings for schools and other educational institutions. In view of current arrears in the construction of educational facilities, I believe that legislation to authorize grants for educational facilities, to be matched by similar expenditures by State and local authorities, should receive the favorable consideration of the Congress.

—Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.

## Federal Leadership

The Federal Government has not sought, and will not seek, to dominate education in the States. It should continue its historic role of leadership and advice, and, for the purpose of equalizing educational opportunity, it should extend further support to the cause of education in areas where this is desirable.

—Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.

... Public provision for education has been primarily the concern of the several States, and must remain so. The maintenance of freedom of thought and expression depends in large measure upon keeping our systems of education free from central control. ...

—Communication to the Speaker of the House of Representatives, May 26, 1948.

## Equal Opportunity

We cannot be satisfied until all our people have equal opportunities for jobs, for homes, for education, for health, and for political expression, and until all our people have equal protection under the law.

—Message transmitting recommendations for Civil Rights Program, February 2, 1948.

## Health and Education

The Federal Government is now spending a large amount of money for health and education programs for war veterans, but general expenditures in these fields are relatively small. I urge the Congress to give early consideration to expanded peacetime programs of public health, nutrition, and education.

—Economic Report of the President, January 8, 1947.

**"... For the Future Security ..."**

SO MANY questions relating to national and international security are asked today both in the classroom and in the community that educators must be armed with facts if they are to furnish the correct answers. For the information of SCHOOL LIFE readers, the National Military Establishment was asked to prepare an article which might help clarify for school administrators and teachers the present structure of the Establishment, which today directs the training of thousands of youth who have left the classroom and the community for service in the armed forces. The article was prepared by William M. Hines, Jr., of the National Military Establishment.

**I**F THE CONGRESS ever spelled out its intent in "words of one syllable," it did in Public Law 253, 80th Congress: the National Security Act of 1947.

Though it is the subject of at least as much public misunderstanding as any far-reaching and important new law, the National Security Act's aims are made plain by a declaration of policy at the outset of the text:

" . . . it is the intent of Congress to provide a comprehensive program for the future security of the United States . . ."

In a day when war is total and three-dimensional—with the fearful fourth dimension of time an ever-increasing additional consideration—the future security of the United States requires unified direction of the Nation's military potential. Though the Armed Forces are and always have been under the command of the President, the growth of the Nation and its government has made this command ever more theoretical than practical. A realistic approach to

unification today requires a central directing agency subordinate to the President and exercising control only over the Armed Services.

## No Department of Defense

Congress recognized this need with the creation, under the Act cited above, of the National Military Establishment, headed by the Secretary of Defense. The disparity between the title of the office and that of the official has caused no little confusion in the public mind; there is *no* Department of Defense, as there is a Department of State presided over by the Secretary of State, or of Treasury headed by the Secretary of the Treasury.

The Secretary of Defense is now the only representative of the Armed Forces in the President's cabinet. His three principal assistants, Secretaries respectively of the Army, Navy, and Air Force, are not of cabinet rank but have access to the President under certain conditions.

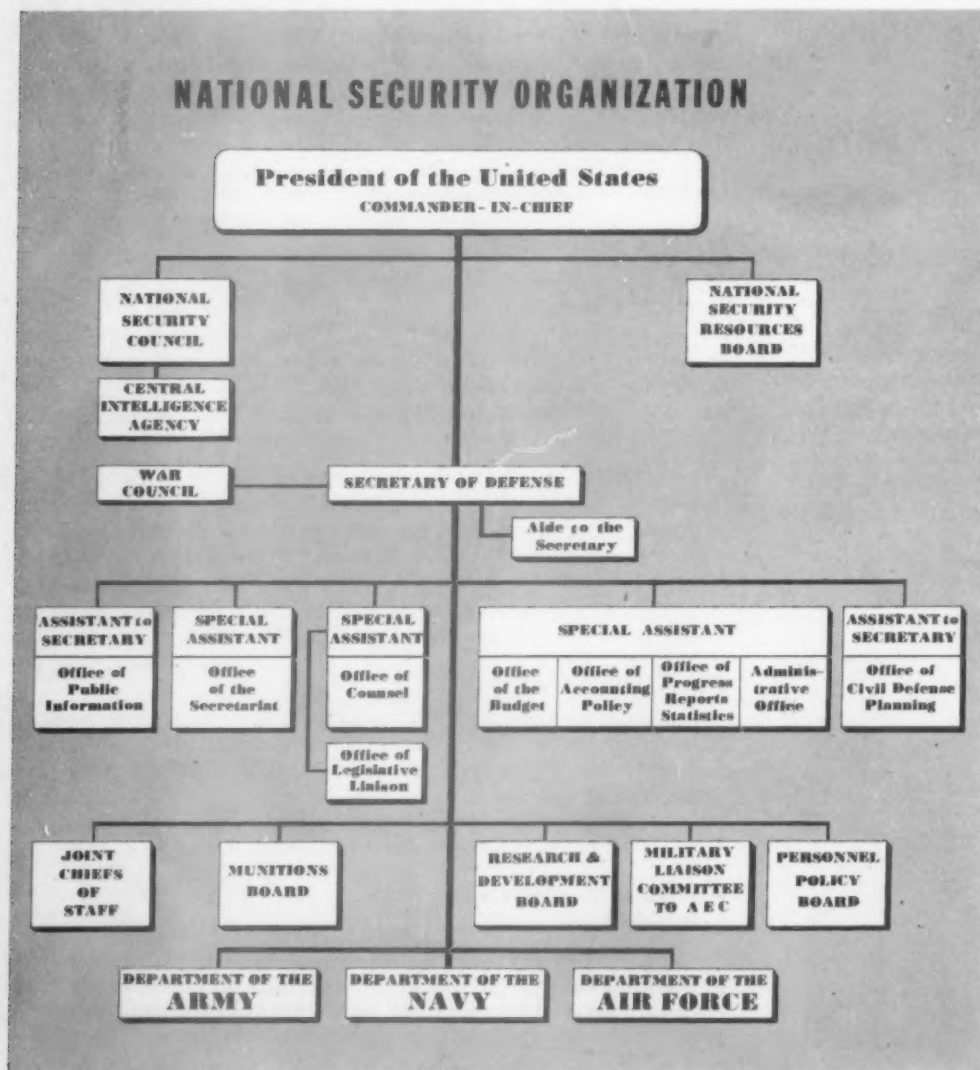
Because the Office of the Secretary of Defense is a coordinating rather than an operating agency, it is numerically far smaller than the subordinate Departments of Army, Navy, and Air Force. A corps of assistants in charge of various specialties and five boards, each concerned with a particular problem relating to the national defense, assist the Secretary of Defense in over-all supervision of the Military Establishment. The civilian and military chiefs of the three Armed Services, together with the Secretary of Defense, make up the only other major office in the headquarters organization. This last-named group, the War Council, is responsible for advising the Secretary of Defense on matters of broad policy relating to the Armed Forces and for considering and reporting on such other matters as the Secretary of Defense may direct.

The assistants to the Secretary of Defense are charged with the organization of proper budget and management procedures, furnishing of legal counsel, supervision of planning, and dissemination of public information.

Boards and staffs in the National Military Establishment are:

*Joint Chiefs of Staff*, charged by law with strategic planning. A Joint Staff is the operating agency of this group.

*Munitions Board*, headed by a civilian appointed by the President. By close co-ordination with the military services and with outside agencies, the Board keeps the Military Establishment in touch with the

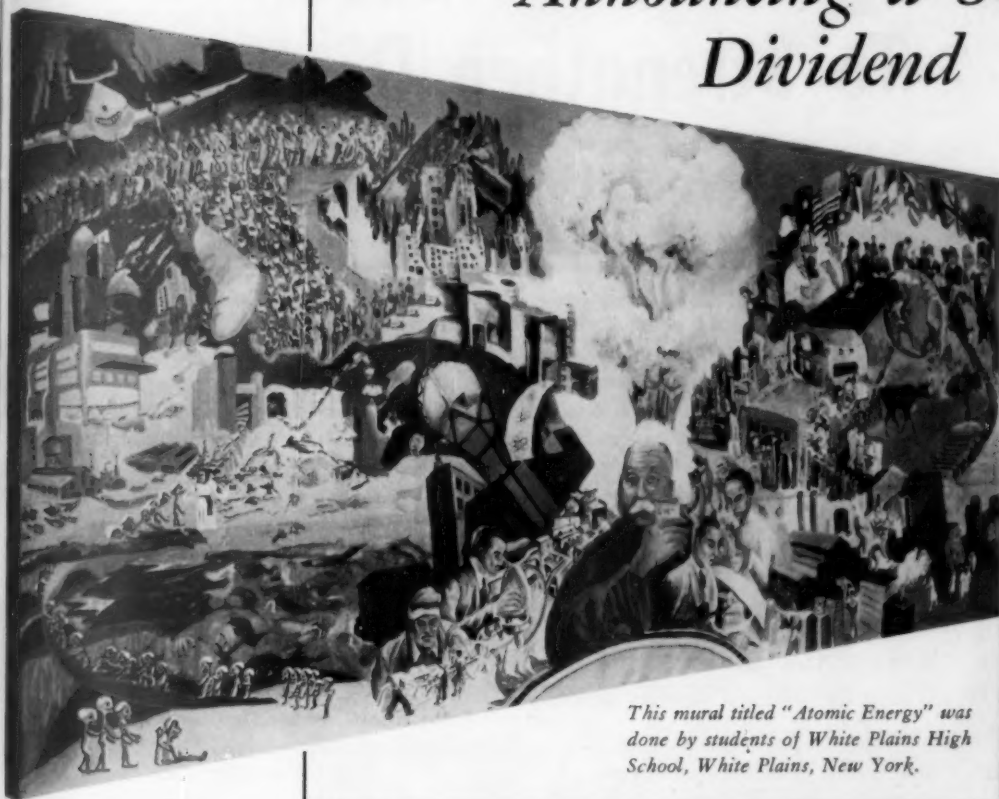




# Announcing a **SCHOOL LIFE** Dividend



Early in the year *School Life* subscribers will receive a special *School Life* supplement on **ATOMIC ENERGY**. Produced jointly by the Atomic Energy Commission and the Office of Education, this dividend issue will emphasize the theme, **Atomic Energy Is Your Business**. Reporting what schools are doing or can do, the issue will present basic facts and social implications, with cartoon and photographic illustrations, selected references, audio-visual aids. Watch for your copy.



*This mural titled "Atomic Energy" was done by students of White Plains High School, White Plains, New York.*

**SCHOOL LIFE  
SUPPLEMENT  
on ATOMIC ENERGY**

national industrial and manpower potentials and how they compare with the sum of military and civilian needs. Among its outstanding duties are the evaluation of service requirements under the Selective Service Law and the recommendation of interservice procurement responsibilities by which the service best equipped to buy supplies makes purchases for the entire Military Establishment.

*Research and Development Board*, its chairman a civilian named by the President, which deals with all matters relating to scientific research and development.

*A Military Liaison Committee* which provides contact between the National Military Establishment and the Atomic Energy Commission.

*A Personnel Policy Board*, under whose supervision the personnel plans of the Military Establishment are coordinated.

No part of the National Military Establishment are two Presidential groups, the National Security Council and the National Security Resources Board. Both groups were created by the National Security Act of 1947. The Security Council, headed by the President, has as its responsibility the task of integrating the plans of the Military

Establishment into those of the Government as a whole. Serving with the President are the Secretaries of State, Defense, Army, Navy, and Air Force, and Chairman of the National Security Resources Board, together with others in the President's discretion as prescribed by law. Directly subordinate to the National Security Council is the Central Intelligence Agency, charged with advising the Security Council in matters of intelligence activities of Government departments as relate to national security and coordinating such activities of Government departments. The law provides that the C. I. A.'s chief may be either military or civilian, and states that if he be a military man, "he shall be subject to no supervision . . . other than would be operative with respect to him if he were a civilian."

## **A Tradition**

The National Security Resources Board, headed by a civilian appointee, advises the President concerning the coordination of military, industrial, and civilian mobilization. The Congress, in creating the Board, took cognizance of the fact that modern war

is total; that it touches not only the man with the gun but every individual behind him, all the way to the factory, the farm, and the office in the heart of the homeland. The members of the Board are cabinet officials.

The creation of a National Military Establishment has not altered one of the oldest and finest traditions of the Nation: That the Armed Forces are servants of the people, and that the apex of leadership in the Armed Forces is vested in civilian persons. The Secretaries of the three Armed Services are civilians, but the law with respect to the chief of the Military Establishment contains an additional safeguard, "That a person who has within ten years been on active duty as a commissioned officer in a regular component of the Armed Services shall not be eligible for appointment as Secretary of Defense."

Because a Joint Staff is provided to coordinate policies of the three services, the Secretary of Defense is forbidden by law to maintain a military staff, although he is authorized to have officers of the Armed Services detailed to duty in his office. The operating military staffs are organized on

(Continued on page 14)





Dr. James B. Conant, President of Harvard University.

# Strengthen Education To Strengthen Democracy In a Divided World

*Addressing the seventeenth annual New York Herald Tribune Forum in New York City recently, Dr. James Bryant Conant, President of Harvard University, discussed the "number one educational need of the present moment," and the "future development of our public schools." For SCHOOL LIFE readers, selected excerpts from President Conant's address are presented.*

TO DEAL WITH a person or group of persons intelligently one must have some idea of their presumptions. Whether you take an optimistic or a pessimistic view of the chances of turning the present uneasy truce into a peaceful competition of ideologies, the fact remains that we must deal in one way or another with the fanatic yet capable followers of Lenin. Therefore, it seems to me, it behooves us to understand them. We must examine and debate the creed of the Communist party as it has been formulated and defended both here and in foreign lands. Indeed, I would go so far as to say that this is the number one educational need of the present moment.

**I** PROPOSE to sketch in very briefly the relation between the future development of our public schools and the nature of the ideological conflict which now divides the world . . . One's conclusions on these, as on so many other matters, derive, it seems to me, from one's analysis of what goes on behind the Iron Curtain.

"There are roughly three points of view current in the United States which in their extreme forms may be summarized somewhat as follows: there are those who think the dwellers in the Kremlin are Slavic followers of Thomas Jefferson or at worst the early socialists of the nineteenth century; that all their aggressive actions are based on fear of the capitalistic and imperialistic United States. The second viewpoint, the antithesis of the first, is expressed by those who feel the rulers of Soviet Russia are equivalent to the men who once surrounded Hitler and Mussolini; that they are military gangsters planning to conquer the world by force or a variant of this theme is to believe that they are the military descendants

of Peter the Great, bent on Russian expansion of a nationalistic sort by force of arms. The third position, to which I myself am inclined, lays far greater emphasis on the ideology of Soviet Russia and of the parties which follow the Soviet line. According to this view, the leaders of Soviet Russia and the governors of their satellite countries are fanatic supporters of a philosophy based on the writings of Marx, Engels, and Lenin. While military force would be used by the totalitarians whenever it was found advantageous, the chief reliance, it seems to me, would be on the efficiency of their own doctrine."

☆ ☆ ☆

"A great many consequences for the United States flow from the analysis of the Russian attitude which I have outlined. The first is the need for a vast amount of scholarly work to determine to what degree this or any other analysis may be correct. Without a better understanding of the way the Russian rulers think—'how they are wired,' as one American delegate who

argued daily with them has put it—without a better knowledge of Soviet philosophy and an accurate estimate of its hold on individuals, we are shadow-boxing in many areas."

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"We study cancer in our medical schools to learn how to defeat it. We must study the Soviet philosophy in our universities for exactly the same reason. No one must be afraid to tackle that explosive subject before a class. If an avowed supporter of the Marx-Lenin-Stalin line can be found, let him be forced into the open and his arguments torn to pieces with counterarguments. Some of the success of the Communist propaganda in this country before the war was due to the fact that it was like pornographic literature purveyed through an academic black market, so to speak. For a certain type of youth this undercover kind of knowledge has a special attraction. And doctrines that are not combated in the classroom but treated merely with silence or contempt may be appealing to the immature.

"If we do this, how are we to answer the thoughtful and troubled citizen who wonders if our universities are being used as centers for fifth-column activities? By emphasizing again the central position in this country of tolerance, of diversity of opinion, and by expressing confidence that our philosophy is superior to all alien importations. After all, this is but one version of the far wider problem: How are we to win the ideological conflict if it continues on a non-shooting basis? Clearly not by de-

stroying our basic ideas but by strengthening them; clearly not by retreating in fear from the Communist doctrine but by going out vigorously to meet it.

"I would place as the twin objectives of discussion groups, radio programs, and evening classes an understanding of the American democratic society and its historic goals, and a dissection of the Soviet philosophy and an exposure of its methods."

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"I need hardly argue before this audience that the cultural pattern of our society will be largely determined by the nature of our education. Our educational system reflects the social structure of this free and fluid nation. Our free tax-supported schools are the sinews of our society; they are the product of our special history, a concrete manifestation of our ideals, and the instrument by which the American concept of democracy may be transmitted to our future citizens. It is perhaps not too

much to say that the strength of this republic is intimately connected with the success or failure of our system of public education.

"Our free tax-supported schools are committed to an educational philosophy which in contrast to those of other nations may be said to be peculiarly democratic. We believe in providing education for *all* American children and *all* American youth, not a privileged few, and have a deep concern to make them all men and women imbued with a high sense of dignity as individuals and devoted to the historic freedom of this nation. Our educational goal is admittedly ambitious—first-rate free education for all future citizens of this country. In some localities we are near this goal; in others, far removed. In the near future we should aim to bring all elementary and secondary schools up to a minimum standard in terms of adequacy of plant, teachers' salaries and ratio of teachers to students.

Closely allied to this objective is the need for improving the guidance program and supporting the research on which these programs must be based. With the same priority as these two, I should place my third item of a four-point program, namely, increasing the number of two-year local colleges in nearly every State. My fourth and last proposal would be to institute a scholarship program for talented youth destined for a few professions.

"All this will cost the taxpayers money, but will be well worth the cost. For let us remember that our vast system of public schools is both the embodiment of the unique features of our idealism and the vehicle for the transmission of our idea of a free democracy to subsequent generations. Surely, it is of prime importance that this instrument of democracy be strengthened as never before in these grim days of a divided world."



## Publications on Cerebral Palsied Children

**M**ANY EDUCATORS are focusing their attention upon the educational needs of cerebral palsied children. Three publications on this subject were developed in whole or in part by Romaine P. Mackie, now Specialist for Physically Handicapped, when she served as Consultant, Education of Physically Handicapped Children, California State Department of Education. Walt Disney Studios contributed art for the story of a cerebral palsied child, *Gary Grows Up*. Eva G. Hanson, formerly Head Teacher, California State School for the

Cerebral Palsied, Los Angeles, was the co-author of this pamphlet. Carol M. Jensen, Consultant, Education of Physically Handicapped Children, California State Department of Education, was coauthor of the bulletin, *Twenty Questions on the Cerebral Palsied Child in California*. The third bulletin in the series prepared by Dr. Mackie is titled *Information For Parents of Cerebral Palsied Children*. Copies of these publications should be requested of the publisher, the California State Department of Education, Sacramento, Calif.

## Educational Articles Elsewhere

CONTRIBUTIONS by Office of Education specialists appear regularly in many periodicals. SCHOOL LIFE readers are directed to these articles prepared both for educational journals and magazines reaching the general public. A number of recently appearing articles have been:

**Adult Education Is Growing**, by Homer Kemper, Specialist for General Adult and Post-High-School Education, in *School and Society*, September 11, 1948.

**Contributions of Geography to American Democracy**, by Otis W. Freeman, Specialist for Geography in Higher Education, in *Education*, September 1948. (Reprints are available from the Office of Education.)

**The Division of Secondary Education of the Office of Education**, by J. Dan Hull, Assistant Director, Division of Secondary Education, in *High School Teacher*, December 1948.

**How To Use a Newspaper**, by Howard H. Cummings, Specialist for Education in Government and Economics, in the "How To Do It" Series, National Council for the Social Studies, Dec. 1, 1948.

**Industrial Arts in the Modern Secondary School**, by Galen Jones, Director, Division of Secondary Education, in *The Industrial Arts Teacher*, Vol. 7, No. 5.

**Measuring School Building Utilization**, by Nelson E. Viles, Specialist for School Plant Management, in *School Executive*, September 1948.

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## MENTAL HEALTH

(Continued from page 3)

them to know how to help their teachers or to refer them for special help when needed?

2. If the careful selection of men for Officers' Training Schools by the screening of GI's is possible and desirable, wouldn't it be equally desirable to screen and select properly adjusted individuals for training as teachers? How can we help change the attitudes of the public toward the individual freedom of teachers?
3. How does mental hygiene fit into the curriculum of teachers colleges? How much mental hygiene should be included; how should it be presented, where, and at what place in the curriculum? What is a realistic or possible number of curriculum hours?
4. What are the varied ways of presenting mental health information in the classroom? How low in the grades can we start? What do we give? How do we build it up? What should be given at each age level? What should we include about sex education, problems of marriage and the family, emotional adjustments? Where in the curriculum? How should such material be presented—by word of mouth, by films, by special projects, or by what methods?
5. How can we identify and handle problem children in the classroom? The chief case-finder is the school teacher; how can we help her to learn how to identify emotional problems?
6. What training and what kinds of materials can we give teachers, or selected teachers, to help them in counseling students who have emotional or mental problems?

In our attempt to answer the above questions, we expect to raise others of equal importance. Meantime, let me earnestly suggest that administrators would be doing our research staffs a great service were they to send us accounts of their own experiences in indoctrinating themselves, their teachers, their P. T. A. groups, and their local school boards in the elementary principles of mental hygiene.

### Concluding Suggestions

Until such time as a comprehensive program of assistance to schools can be put under way, we must be content to give teachers two homely but important bits of

advice on how to help students who have emotional or mental problems:

1. Don't stick your neck out. With the best intentions in the world, amateur psychiatrists can do lasting damage to the emotionally unstable. As a matter of blunt fact, learning to do no harm is one of the basic tenets of mental hygiene.



## Citizens Federal Committee on Education Meets

- Educational implications of atomic energy
- Education for children and youth tying in with the 1950 White House Conference of Children and Youth
- Life adjustment education for youth at the secondary school level
- Teacher recruitment, improvement of teacher prestige, new or improved school buildings across the Nation
- New efforts to strengthen American democracy through education

These were among the Office of Education program activities reviewed by Rall I. Grigsby, Acting Commissioner of Education, at the recently held meeting of the Citizens Federal Committee on Education. Representatives of business, manufacturing, labor, agriculture, homemakers, religious groups, Negro groups, the professions, and veterans, attended the meeting. The Committee learned that through its Advertising Council-supported campaign on the teaching crisis in our schools more than \$5,000,000 worth of advertising in national magazines, newspapers, and over the radio was contributed, and that more than 1,800,000 listener-impressions were accounted for during the past year by radio programs, announcements, and flashes. The Committee expressed the need for active support of national organizations and local school

2. Listen more and talk less. Teachers are trained to talk; they should also be trained to listen. The airing of problems is most important, and the teacher must inspire the confidence of children by permitting them the greatest freedom to talk about their problems—without fear of punishment, reproach, or moralizing.

follow-up this year to stimulate concrete programs of school improvement. Consideration also was given to a special study made at the request of the Committee, of educational activities in the Federal Government. Findings of this study will be announced in the near future.

Among those who attended the meeting shown in the accompanying photograph were: Sitting, left to right, Ralph L. Goetz, enberger, John T. Corbett, Rall I. Grigsby, Kathryn McHale, Mrs. Brice Clagett; standing, Walter G. Ingalls, Norma E. Boyd, Frank Tishkins, Margaret A. Hickey, J. L. Horace, Agnes Samuelson, and Ashley Halsey.

## FUTURE SECURITY

(Continued from page 11)

the level of the individual services, with the following as their responsibilities:

Army—organization and training of land combat and service forces and such aviation and water transport as may be organic therein.

Navy—organization and training of naval combat and service forces (including the Marine Corps) and such aviation as may be organic therein.

Air Force—organization and training of those activities formerly under the jurisdiction of the Army Air Forces.



Since the implementation of the National Security Act in September 1947, many steps have been taken toward the realization of that aim which Congress spelled out so plainly in the opening sentences of the law.

## Educational Articles Elsewhere

(Continued from page 13)

**The National Picture of Guidance and Pupil Personnel Service**, by Franklin R. Zeran, Dean, School of Education, Oregon State College, and Galen Jones, Director, Division of Secondary Education, in *Bulletin*, National Association of Secondary School Principals, October 1948.

**Recordings Are Here To Stay**, by Gertrude G. Broderick, Specialist for Script and Transcription Exchange, in the *Journal of the Air*, September 1948.

**Science Problems of National Significance**, by W. Edgar Martin, Specialist for Education in the Biological Sciences, in *The Science Teacher*, December 1948.

**Teaching Good Citizenship**, by Howard R. Anderson, Chief, Instructional Problems, in *The School Executive*, December 1948.

**The Young and Growing Student Council**, by Ellsworth Tompkins, Specialist for Large High Schools, in *School Activities*, September 1948.

**Useful Courses of Study; II Junior High School Social Studies**, by Dorothy Merideth, Specialist for Education in the Social Sciences and Geography, in *Social Education*, October 1948.

**Vocational Guidance: A Growing Factor in Labor Development**, by Harry A. Jager, Chief, Occupational Information and Guidance, in *Monthly Labor Review*, December 1948.

**Your Radio Has Wings**, by Franklin Dunham, Chief, Educational Uses of Radio, in *Music Educators Journal*, September-October 1948.

# Ways To Teach Peace

TO PROMOTE interest in the teaching for peace, the Alabama State research committee of Delta Kappa Gamma, national teachers society, conducted a survey which has revealed most interesting findings. Chairman of the committee directing this study was Eoline Wallace Moore, formerly director of teacher training at Birmingham-Southern College, whose report of the project is summarized for SCHOOL LIFE readers. Two hundred teacher members of Delta Kappa Gamma, representing 15 school systems throughout Alabama, 2 State colleges, and the State university are continuing this study on a wider scale this school year.

**WHAT ARE** the schools doing to educate for peace? If, as most of us believe, attitudes and practices in citizenship are largely influenced by the guided experiences of the schools, surely the schools of all nations should look for ways to develop attitudes of tolerance and thoughtful approaches to international understanding and fellowship.

In March 1948, two hundred teachers in Alabama public schools and colleges were asked this question: "What have you done in this school year to educate for peace?" Six answered that they had done nothing. Eight said that they had tried in a general way to create an atmosphere of interest in world peace. One hundred eighty-six gave specific techniques which they had used.

Thirty-nine different teaching-learning activities were named, and 724 instances were given of specific uses of these activities in classroom and in school-centered com-

munity experiences. This does not give the complete picture, since reports did not specify the number of times teachers used the techniques named, nor was the number of pupils participating stated. For example, in 3 schools pupils wrote letters for publication, and in 21 schools pupils corresponded with children in foreign countries. It is probable that these were continuing activities and that many letters were written and read. Sixty-three teachers told of aid given to people of other lands, but many did not say how many times this was done, nor the actual number of articles or amounts of money sent. No doubt the total was large. This summary shows the types of learning experiences involved and planned types of pupil guidance which may be of value to other teachers. It is hoped that it may stimulate teachers to a thoughtful analysis of things which they have done and may do.

## FREQUENCY LIST OF TECHNIQUES USED IN TEACHING WORLD PEACE

Type of technique	Number of teachers using	Type of technique	Number of teachers using
Teacher speaking to community groups.....	64	Cooperation with various world fellowship organizations.....	16
Gifts to people of foreign countries.....	63	Library and bulletin board exhibits.....	15
School group programs—assembly, parents' night, etc.....	53	Books and periodicals added to school libraries.....	15
Class forums and panel discussions.....	40	Appreciation shown for foreign pupils and visitors.....	11
Class study of cultures of other lands.....	36	Use of great literature.....	11
Guided units with peace theme as central problem.....	35	Study of ERP program.....	10
Group study of UNESCO.....	32	Science class study of the meaning of global living.....	8
Teacher emphasis upon tolerance.....	30	Group study of the meaning of freedom.....	7
Application of Golden Rule in school situations.....	29	Faculty study groups, using reading lists on problems of peace.....	6
Study of United Nations Program.....	28	Vitalized map study.....	5
Cooperation with Red Cross; Junior Red Cross work.....	23	Planned picture study.....	4
Outside speakers invited to school for talks on peace.....	22	Use of peace theme in speech classes.....	3
Pupil reports on world problems.....	22	Atlantic Charter studied.....	3
Self government goals set for teachers and pupils.....	21	Mathematics class study of the cost of war.....	3
Correspondence with pupils in foreign schools.....	21	Foreign orphan adopted.....	3
World fellowship films shown.....	18	Becoming informed concerning the Friendship Train.....	3
Directed reading for information concerning other lands.....	17	School in Holland adopted.....	1
Use of radio programs.....	16	Collection of flags of all nations.....	1
Brotherhood week observed.....	16	Refraining from "talk of war".....	1

## New Books and Pamphlets

A REGULAR feature in each issue of SCHOOL LIFE is the listing of "New Books and Pamphlets" by Susan O. Futterer, Head, Reference and Bibliographical Services, Federal Security Agency Library. Books received in the Office of Education are added to the library collection for use by Office staff specialists and library patrons. Selected books and pamphlets received are called to the attention of SCHOOL LIFE readers each month.

*Adventures in World Friendship, 1947-1948.* Louisville, Ky., Public Schools, 1948. 56 p. Illus.

*The American Way; Summarizing Present Practices and Suggesting Activities for the Development of Americanism in Education.* San Diego, Calif., San Diego City Schools, 1948. 137 p. Illus.

*Building Atlanta's Future.* By John E. Ivey, Jr., Nicholas J. Demerath, and Woodrow W. Breland. Chapel Hill, The University of North Carolina Press, 1948. 305 p. Illus. \$3.50.

*Community Recreation. A Guide to Its Organization and Administration.* By Harold D. Meyer and Charles K. Brightbill. Boston, D. C. Heath and Co., 1948. 704 p. Illus. \$5.

*Democracy in Education.* Reprint Service Bulletin Compiled from Past Issues of *Childhood Education* and *Teachers College Record* by the Association for Childhood Education. Washington, D. C., Association for Childhood Education, 1948. 32 p. 50 cents.

*Denver Serves Its Children. A Handbook of School and Community Resources for the Use of Parents and Teachers.* Denver, Colo., Denver Public Schools, 1948. 48 p. Illus.

*Graduate Training for Educational Personnel Work.* By Corinne LaBarre. Washington, American Council on Education, 1948. 54 p. (American Council on Education Studies. Series VI—Student Personnel Work—No. 11) \$1.

tor's, 1945. University of Pennsylvania. 69 p.

Gives the results of the findings on the pupils who remained in school throughout the two years of the follow-up study, and on those pupils of the study group who dropped out of school during this period.

*The Influence of Military Service Experiences on Prospective Secondary School Teachers.* By Howard R. Schroeder. Master's, 1947. Indiana State Teachers College. 67 p. ms.

Studies the influence of military service on the objectives of education and on the personal and social traits requisite for high grade teaching in secondary schools. Pictures the typical veteran as a prospective teacher, considering only the influences of his military service.

*Leadership Guidance for Public Secondary Schools.* By George Q. Hill, Jr. Master's, 1946. Boston University. 287 p. ms.

Attempts to determine how potential leaders may be discovered, counseled, educated, and so placed that society may have the benefit of their leadership.

*Pre-College Guidance Conference.* By Marion L. Malcolm. Master's, 1945. Syracuse University. 60 p. ms.

Describes an experiment conducted with pupils in the junior year of the Syracuse, New York, high schools who planned to go to college. Suggests ways of improving the precollege guidance conference.

*Requirements for Vocational and Teacher Training and Certification in Trades and Industries in the Various States and Territories.* By Cecelia R. Earhart. Doctor's, 1946. University of Cincinnati. 2 vols.

Compares the various vocational teacher training preemployment and in-service courses required of these teachers in connection with the certification requirements of their States.

*A Study of the History of Adult Elementary and Secondary Education and Possibilities for Future Service in Louisville, Kentucky.* By Flora L. Morris. Master's, 1944. University of Louisville. 101 p. ms.

Describes the possibilities for service to adults in Louisville, including counseling and retraining, general education, classes in civic and social understandings, vocational education, and recreational opportunities.

*A Textbook in Educational Guidance for Senior High School.* By Mary Ford Detjen. Master's, 1946. University of Louisville. 221 p. ms.

Attempts to help pupils become orientated in school; to teach them to concentrate and to study effectively; and to guide them in planning their study time.

## Selected Theses in Education

THESES in the field of school administration were listed in the November issue of SCHOOL LIFE. Featured in the December SCHOOL LIFE listing were theses in the field of the physically handicapped and socially maladjusted. This month Mrs. Ruth G. Strawbridge, Federal Security Agency Library Bibliographer, gives SCHOOL LIFE readers a varied assortment of theses subjects, selected from the Office of Education collection. Theses on file are available on interlibrary loan for use by administrators, teachers, and students.

*A Comparative Study of Student Dislikes Found in Teachers With Special Reference to the Secondary Level.* By Sterling G. Callahan. Doctor's, 1947. George Washington University. 231 p. ms.

Attempts to determine which traits high school, college and graduate students dislike most in their secondary school teachers.

*A Follow-up Study of the Ninth Grade Guidance Project Conducted in Eight Philadelphia Junior High Schools During the Year 1941-42.* By Ellen S. Patten. Doc-

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